

- (c) using the high objective uniform state standard of evaluation (HOUSSE). The HOUSSE provides states with a method by which current teachers can demonstrate competency in each subject they teach.

The NCLB legislation allows states to establish a process of evaluating teacher knowledge and ability based on a high objective uniform state standard of evaluation that meets each of the following criteria [Section 9101(23)(c)(ii)]:

- Be set by the state for both grade-appropriate academic subject matter knowledge and teaching skills;
- Be aligned with challenging state academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
- Provide objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
- Be applied uniformly to all teachers in the same academic subject and teaching in the same grade level throughout the state;
- Take into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject; and
- Be made available to the public upon request.

The law recognizes that teachers who have been in the classroom have a variety of experiences and preparation that may demonstrate their competency in the subjects they teach. Therefore, the HOUSSE system may involve multiple, objective measures of teacher competency.

The Board of Education initially approved Virginia's HOUSSE on February 25, 2004, and it was subsequently amended on April 20, 2005, and September 27, 2006.

Summary of Major Elements

Founded in 1987, Visiting International Faculty (VIF) is the largest cultural exchange program in the United States for teachers and schools, with teachers from 50 nations, including Argentina, Australia, Canada, Chile, Colombia, Costa Rica, Denmark, Ecuador, France, Germany, Ireland, Jamaica, Mexico, the Netherlands, New Zealand, Peru, South Africa, Spain, the United Kingdom, and Venezuela. "Highly qualified" and experienced teachers work in a number of states, including North Carolina, South Carolina, Georgia, Virginia, Maryland, Florida, and California.

Designated as an official sponsor in the U.S. State Department's Exchange Visitor Program, VIF selects highly qualified teachers and matches them with United States' schools and provides comprehensive support to help ensure a rewarding experience. VIF provides teachers the professional development experience of teaching in the United States for up to three years before returning home to serve as goodwill ambassadors for the United States.

In 2003 VIF requested that personnel in the United States Department of Education review the HOUSSE that VIF had prepared for consideration by the South Carolina Department of Education. After the review, USED staff informed VIF that South Carolina officials could adopt the set of HOUSSE procedures. Subsequently, Georgia, North Carolina, and Maryland have adopted VIF's HOUSSE procedures. VIF is requesting that the Board of Education consider its HOUSSE for cultural exchange teachers placed in Virginia.

Attached is the HOUSSE proposed by the Visiting International Faculty, including the matrix to measure the teacher's subject area competence and the indicators of Virginia standards.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education adopt the proposed High Objective Uniform State Standard of Evaluation (HOUSSE) for cultural exchange teachers in the VIF program.

Impact on Resources: There is no impact on the Department of Education's resources to initiate the HOUSSE for cultural exchange teachers in the VIF program.

Timetable for Further Review/Action: N/A



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE GENERAL COUNSEL

December 12, 2006

Ms. Patty Pitts
Acting Assistant Superintendent for
Teacher Education and Licensure
Virginia Department of Education
PO Box 2120
Richmond, VA 23218

Re: Highly Qualified International Exchange Teachers

Dear Ms. Pitts:

I am an attorney at the U.S. Department of Education (ED), and work in the area of teacher quality and No Child Left Behind. Mary Donny, of Visiting International Faculty (VIF), has asked me to contact you about our review of the material and procedures that VIF prepared three years ago for how States might determine that foreign teachers could demonstrate subject-matter competency needed to be highly qualified under section 9101(23) of the Elementary and Secondary Education Act (ESEA), as currently authorized. In particular, ED reviewed VIF's proposed procedures under which a temporary foreign teacher could satisfy a State's "high objective uniform State standard of evaluation" (HOUSSE) for this purpose.

As you know, while ED monitors States to ensure that their HOUSSE procedures comply with ESEA requirements, it does not "approve" a State's HOUSSE procedures. However, at VIF's request, in 2003 ED staff examined the HOUSSE proposal that VIF had prepared for consideration by the South Carolina Department of Education. In doing so, we also reviewed the various supporting materials VIF had provided that clarified how it proposed to document that foreign teachers it recruited had the background and qualifications needed to meet the HOUSSE requirements. ED staff subsequently informed South Carolina officials that, based on their review for legal compliance, the State could adopt this set of HOUSSE procedures if it wanted to do so. I understand that South Carolina did so, and that Georgia, North Carolina and Maryland have subsequently adopted VIF's HOUSSE procedures as well.

ED continues to strongly support the recruitment of capable international teachers as necessary to provide highly qualified teachers in hard-to-staff subject areas such as mathematics, science and foreign languages. (See, for example, former Secretary Paige's "Dear Colleague" letter of March 24, 2003, which ED has posted at <http://www.ed.gov/policy/elsec/cuid/secletter/030324.html?exp=0>.) Moreover, I personally provided the same information I am providing to you in this letter to State officials for the California Department of Education and the Colorado Department of Education in November 2003 and April 2004, respectively.

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Page 2 – Patty Pitts

Whether Virginia adopts the VIF procedures is a decision for your own agency. I simply want you to understand the nature of conversations we have had with VIF and other States on the subject of adopting, consistent with current law, the separate set of HOUSSE procedures for this unique group of teachers that VIF has prepared.

Should you have any questions, feel free to contact me or Robert Stonehill, of the Office of Elementary and Secondary Education, at 202-260-9737. Dr. Stonehill, who manages the ESEA Title II, Part A program and oversees much of ED's work to implement the highly qualified teacher goal, has reviewed this letter and concurs with my conclusions.

Sincerely yours,



Richard Mellman

Office of the General Counsel
US Department of Education
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cc Robert Stonehill
Mary Donny



VIF HOUSSE Matrix

The VIF HOUSSE Matrix was designed as a tool to measure not-new teachers' subject area competence as prescribed by the No Child Left Behind legislation. The VIF- HOUSSE Matrix documents subject area competence in accordance with five specific standards by evaluating a variety of evidences. A list of indicators that are correlated with the mandated state exams and the state curriculum are used to review each type of evidence. If a teacher has provided sufficient documentation, points will be given in the appropriate matrix column. All of the evidences on the VIF HOUSSE Matrix have the same value with exception of the VIF interview and the university transcripts. These two evidences carry double the value due to the in-depth interview process and the subject matter specificity of the coursework.

Each standard must be demonstrated in a minimum number of ways in order for the teacher to be deemed "highly qualified". For Standards "1", "2", and "3", the teacher must accumulate a minimum of five points for each standard. For Standards "4" and "5", the minimum number of points is three for each standard. If a teacher satisfies the minimum number of points under each standard, a total score of "21" is attained. The VIF HOUSSE Matrix requires a total score of "25" in order to be deemed highly qualified". The additional "4" points are acquired through experience.

VIF will take numerous measures to ensure consistency and reliability in the evaluation process. The VIF Certification Team in the Chapel Hill office will perform the evaluations. This team includes evaluators who have experience as educators and have knowledge of the educational systems seeking to employ VIF teachers as well as the educational systems where the VIF teachers have taught and have been trained. Each member of the evaluation team is required to undergo training which includes guidelines for evaluating teacher files and performing cross-checks. Training will be provided by VIF staff members who possess a clear understanding of the NCLB HOUSSE Option, the VIF- HOUSSE Matrix, the state curriculum, and the standards set forth by the state department of education.

To ensure reliability and consistency in scoring, the VIF Certification Team will run random quality checks throughout the recruitment and certification process. A minimum of 10% of teachers' HOUSSE documentations will be cross-checked per year. All VIF teacher files and HOUSSE documents will be made available upon request to the state.



VIF-HOUSSE

The Visiting International Faculty Program proposes the following criteria for consideration in meeting HOUSSE – High Objective Uniform State Standard of Evaluation:

- (I) Is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;**

The VIF-HOUSSE Matrix Standards “2”, “3”, “4”, and “5” address grade appropriate academic subject matter knowledge and teaching skills.

- (II) Is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;**

The VIF-HOUSSE Matrix is aligned with the curriculum and accountability standards and was developed in consultation with core content specialists, teachers, and educational consultants.

- (III) Provides objective, coherent information about the teacher’s attainment of core content knowledge in the academic subjects in which a teacher teaches;**

The VIF-HOUSSE Matrix Standards “1” and “2” address the teacher’s attainment of core content knowledge in the academic subjects in which a teacher teaches.

- (IV) Is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;**

VIF-HOUSSE Matrix will be applied uniformly to all international teachers.

- (V) Takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;**

The VIF-HOUSSE Matrix takes into consideration years of experience teaching the academic subject.

- (VI) HOUSSE is made available to the public upon request; and**

The VIF-HOUSSE Matrix is available to the public upon request.

- (VII) May involve multiple, objective measures of teacher competency – Optional**

The VIF-HOUSSE Matrix contains multiple, objective measures of teacher competency.



Virginia International Educator HOUSSE Indicators of Standards

1. Core Content Knowledge in Academic Subject

- Courses in the academic subject which the teacher teaches
 - Elementary – Reading, Writing, Math, Science, Social Studies, Other
 - Middle School – Coursework in the area of concentration
- Ability to correctly answer content specific questions
- Ability to demonstrate, describe, or explain subject matter concepts

2. Grade Appropriate Knowledge of Subject Matter

- Courses that address the appropriate knowledge of subject matter at the level the teacher teaches
- Ability to correctly answer grade appropriate content questions
- Ability to demonstrate, describe, or explain appropriate grade level subject matter concepts
- Knowledge of curriculum for appropriate grade level
 - Goals and objectives
 - Scope and sequence
 - Pacing
 - Spiraling
 - Articulation
- Ability to demonstrate, describe, or explain specific grade appropriate student activities
- Documented experience teaching of subject matter at the level the teacher teaches

Elementary - Standards of Learning Curriculum

- English
 - Oral Language
 - Use and Understand Oral Language (listening to a variety of literary forms/media, choral speaking, creative dramatics, spoken sentences, rhyming words/patterns, expressing ideas, telling/retelling stories, correct language usage, expressing opinions, group discussions)
 - Listening and Speaking Vocabularies (oral descriptive vocabulary, number words, multi-step directions, how and why questions, explanation of ideas, clarifying questions, singular/plural nouns, synonyms, antonyms)

- Oral Communication Skills/ Adaptation of Language (rules of conversation, expression of ideas, voice level, phrasing, types of conversations, topic discussion, asking/responding to questions, summarizing)
- Using Phonemes of the Spoken Language (rhyming words, blending sounds, syllables, multi-syllable words)
- Oral Language in Group Activities (listening, forming conclusions, sharing responses explaining and summarizing in group situations)
- Non-verbal Communication Skills (eye contact, gestures, facial expressions, posture)
- Presenting and Listening to Oral Presentations (speaking, volume, pitch, organization of presentation, grammar, content, main points, visual aids, correct language, summarization)
- Reading
 - The Organization of Print (parts of a book, reading, spoken words and print, identification of letters, words, and sentences)
 - Understanding That Print Makes Sense (print as information, high-frequency words)
 - Understanding Basic Phonetic Principles and their Application (uppercase/lowercase letters, consonant sounds, vowel sounds, consonant blends, blending sounds, word patterns, compound words, sight words, vowel patterns, multi-syllable words)
 - Comprehension and Reading Fiction and Nonfiction (predictions, retelling stories, characters, setting, events of a story, author's purpose, main idea, story problems/solutions, context clues, synonyms, antonyms, prefixes, homonyms, reference materials)
 - Comprehension and Reading Fiction (purpose of story, compare/contrast conclusions, story plot, fairy tales, myths, legends, fables, character development, rhymed/patterned poetry)
 - Comprehension and Reading Nonfiction (author's purpose, summarization, character profiles, biographies, autobiographies, text organizers, cause and effect relationships, fact and fiction, structural patterns, predictions, drawing conclusions)
 - Vocabulary Expansion (titles, pictures, rereading, self-correcting, story information, story structure)
 - Language Structure (prefixes, suffixes, contractions, possessives, abbreviations, antonyms, synonyms)
 - Reference and Print Resources (dictionaries, charts, pictures, encyclopedias, reference books, technology)
- Writing
 - Writing Techniques (printing, cursive writing, uppercase/lowercase letters, spacing words, sentences, writing legibly)
 - Writing to Communicate Ideas (descriptive words, complete sentences, punctuation, correct spelling)
 - Writing Stories, Letters, Stories, and Reports (planning strategy, organization, revisions, use of technology)
 - Writing Narrative Poems and Explanations (central idea, organization, rhymed/unrhymed/patterned poetry, use of technology)

- Writing for a Variety of Purposes (description, information, entertain, explanations, organization of information, intended audience, descriptive vocabulary, clarity)
 - Edit Writing for Correct Grammar, Capitalization, Punctuation, Spelling and Sentence Structure (complete/correct sentences, types of sentences, proper nouns, singular/plural, apostrophes, verb tense, possessives, abbreviations, subject-verb agreement, nouns/pronouns, commas, adjectives, adverbs, quotation marks, hyphens)
- Mathematics
 - Number and Number Sense (place value, counting, ordering, pattern recognition, decimals, less than, more than, coins, odd, even, using symbols, multiples, writing numbers, rounding, mixed numbers, addition, subtraction, multiplication, division, inverse relationships, whole numbers, rational numbers, fractions, decimals, mixed numbers, negative numbers)
 - Computation and Estimation (addition, subtraction, multiplication, division, facts, estimation, inverse numerical relationships, regrouping, computational methods, fractions, decimals, whole numbers, sums/differences, products/quotients)
 - Measurement (money, measurement instruments, standard/nonstandard measurement, length, width, area, volume, weight, linear measurements, inch, centimeter, perimeter, metric units, US Customary units, volume, mass, calendar language, circles, Celsius/Fahrenheit temperatures, radius, diameter, chord, circumference, types of triangles)
 - Geometry (two/three – dimensional geometric figures - circle, triangle, rectangle, cube, sphere, prism, cone, polygons, quadrilaterals, symmetric shapes, line segments, angles, congruency, rays, parallelism, perpendicularity, transformations, types of triangles, use of measurement tools)
 - Probability and Statistics (data collection, patterns, surveys, data/graph interpretation, predictions, likely, unlikely, data organization, line plot, graphs, charts, mean, mode, median, range)
 - Patterns, Functions, and Algebra (sorting, classification, repeating relationships, numerical sentences, concept of equality, numerical/geometric patterns, variables)
- Science
 - Scientific Investigation (scientific method, prediction, observation, classification, predictions, inferences, senses, hypothesis, experimentation, data analysis, graphs, charts, observations, estimation, use of tools, problem development, dependent/controlled/independent variables, conclusions, nature of science)
 - Forces, Motion, and Energy
 - Magnets (magnet applications, natural/artificial magnets, magnetism, poles, compass)
 - Simple Machines (types of simple machines, compound machines, applications)
 - Motion (moving objects, motion, forces, friction, kinetic energy)
 - Electricity (conductors/insulators, circuits, static electricity, heat, mechanical energy, electromagnets)
 - Sound (frequency, waves, wave length, vibration, media, applications)

- Light (spectrum, waves, refraction, reflection, transparent, opaque)
 - Matter
 - Physical Properties (physical change)
 - States (solids, liquids and gases)
 - Measurement (mass, volume, length, width , height)
 - Structure (atoms, molecules, compounds, mixtures, solutions, heat effects)
 - Life Processes
 - Basic needs of plants and animals,
 - Life cycles
 - Adaptations (hibernation, camouflage, mimicry, instinct, learned behaviors)
 - Plant Anatomy and Plant Life Processes (flowering plants, pollination, photosynthesis)
 - Living Systems
 - Interdependence of Living Things (habitats, aquatic/terrestrial chain relationships)
 - Ecology (environments, populations, communities, ecosystems, adaptations, flow of energy, food webs, niches, life cycles)
 - Life Structure (cells, cell structure)
 - Vascular and Non-Vascular Plants
 - Vertebrates and Invertebrates
 - Interrelationships in Earth/Space Systems
 - Weather (storms, temperature, winds, precipitation, weather data, weather instruments, fronts, clouds, prediction)
 - Soil (composition, importance, topsoil, conservation of soil)
 - Ocean Environments (geology, physical characteristics, biological characteristics)
 - Earth Patterns, Cycles and Change
 - Patterns (patterns in daily life, weather, growth)
 - Cycles (animal/plant life cycles, water cycle, conservation of water, day/night, moon phases/tides, earth-moon-sun relationships, seasons, rock cycle)
 - Change Over Time (changes in things, weather/seasonal changes, growth, migration, hibernation, adaptations, erosion, earth's history, plate tectonics, weathering, human impact)
 - Resources
 - Reuse, Recycling, and Conservation of Resources
 - Sources of Energy (sun, fossil fuels, renewable/nonrenewable resources)
 - Virginia Natural Resources
- History and Social Science
 - History (legends, historical accounts, holidays, American leaders, ancient China, ancient Egypt, American Indians, ancient Greece and Rome, West Africa empire of Mali, early explorations)
 - Geography (relative positions, maps, globes, map symbols, charts, tables, graphs, cardinal directions, land/water features, physical shape of US and

Virginia, capital of US and Virginia, locations of Egypt, China, American Indian tribes, Greece, Rome, and West Africa, letter grid system, prime meridian, equator, seven continents, four oceans, selected rivers and lakes, regions explored in America by early explorers, locations of Spain, England and France)

- Economics (types of work, basic needs of people, use of money, goods and services, buyers and sellers, natural resources, human and capital resources, concept of specialization, production interdependence, economic choices and opportunity costs)
- Civics (good citizenship characteristics, American flag, Pledge of Allegiance, US Presidents, symbols of US, communities of Virginia, diversity of Virginia, American traditions, purpose of government, rules/laws, republican form of government, individual rights)
- Virginia Studies (historical/geographical analysis of artifacts, historical events, first inhabitants, sections of Virginia, water features, American Indian languages in Virginia, colonization, Virginia's role in the American Revolution, colonial life in Virginia, political growth, western expansion, Virginia's role in the Civil War, 1990 to present)
- United States History to 1877 (historical and geographical analysis, use of maps and globes, exploration of America, the American Revolution, early cultures, American Indians, colonial America, causes and effects of the American Revolution, expansion and reforms, Civil War, Reconstruction)

3. Grade Appropriate Academic Subject Matter Teaching Skills

- The incorporation of student learning processes such as:
 - Higher-order thinking skills
 - Problem-solving
 - Critical thinking
 - Memorization
- The use of instructional strategies including:
 - Whole-group discussion
 - Cooperative learning
 - Direct instruction
 - Discovery learning
 - Graphic organizers such as concept mapping and webbing
 - Independent study
 - Interdisciplinary instruction
 - Inquiry method
 - Student centers
- Connecting curriculum goals and experiences of students
 - Assessing students' prior knowledge
 - Guided Practice
 - Independent practice
 - Modeling
 - Problem Solving
 - Transitions

4. Differentiation of Content Instruction for Diverse Learners

- Specific activities that address areas of exceptionality such as: learning styles, multiple intelligences, concrete vs. abstract learners, cultural differences (including language)
 - Extra assistance
 - Tutoring
 - Modified expectations
 - Extension of activity/testing time
 - Modification of assignments
 - Peer help
 - Re-teaching
 - Alternative assignments and assessments

5. Student Assessment and Achievement of Core Content Concepts

- Closed response (multiple choice, true-false, matching, labeling)
- Limited response (fill-in-the-blank, short-answer, open-ended)
- Journals
- Portfolio
- Essay questions
- Teacher-student contracts
- Rubric-based assessments
- Projects
- Research papers
- Written or oral presentations
- Learning log
- Concept mapping
- Venn diagrams
- Role playing
- Experiments
- Learning centers
- Observation of performance
- One-on-one conferences
- Student explanations
- Performance-based assessments